Guidelines for Successful Youth Tobacco Reduction Programs

Evaluation of the
Alberta Tobacco Reduction Strategy
Tobacco Reduction Programs
for Youth (2003)

AADAC
Alberta Alcohol and Drug Abuse Commission
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GUIDELINES FOR SUCCESSFUL YOUTH TOBACCO REDUCTION PROGRAMS

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TABLE OF CONTENTS

Introduction 5

Guidelines from the Literature 7

- Development and Recruitment 7
- Delivery 10
- Follow up 16
- Conclusion 17

Recommendations from the Evaluation of the ATRS Youth Programs 19

- I. Building Leadership for Action in Schools Today 19
  - *Recruitment* 19
  - *Delivery* 20
  - *Follow up* 20
- II. Kick the Nic 21
  - *Recruitment* 21
  - *Delivery* 21
  - *Follow up* 22
- III. Teaming Up for Tobacco-Free Kids 22
  - *Recruitment* 22
  - *Delivery* 22

References 24

INTRODUCTION

This document summarizes best and better practices and offers guidelines for implementing youth tobacco reduction programs. The guidelines are divided into the following program areas.

- development and recruitment
- delivery
- follow up

Guidelines and best practices included in this document are based on evidence from

- Evaluation of the Alberta Tobacco Reduction Strategy (ATRS) Tobacco Cessation, Prevention and Protection Programs for Youth conducted by the AADAC Tobacco Research Unit and Howard Research and Instructional Systems Inc.
- *Literature Review on Tobacco Cessation, Prevention and Protection Programs for Youth* prepared by Howard Research and Instructional Systems Inc.
- *School-Based Programs: Best and Promising Practices Literature Review* prepared by Phyllis Levin (Phyllis Levin Consulting) and Sheena George (AADAC Research Services)
- Information provided by the AADAC Prevention Committee

The first section summarizes best and better practices described in the literature reviews and program evaluations. The second section focuses on recommendations contained in the program evaluation reports.

- *Evaluation of the Alberta Tobacco Reduction Strategy Tobacco Reduction Programs for Youth (2003): Summary Report*
- *Evaluation of Tobacco Cessation, Prevention and Protection Programs for Youth: Final Report*

This document is intended to provide guidelines for AADAC Tobacco Reduction Counsellors (TRCs) and others to use as they implement youth tobacco reduction programs in schools and communities across Alberta. It focuses specifically on the following youth tobacco reduction programs, but the information can also be adapted for use with other programs.

AADAC tobacco reduction programs for youth

- Teaming Up for Tobacco-Free Kids
- Building Leadership for Action in Schools Today (BLAST)
- Kick the Nic

GUIDELINES FROM THE LITERATURE

There is a large body of credible literature available on how to plan and implement effective tobacco reduction and other health promotion programs that focus on youth. A list of references for further reading can be found at the end of this document. The following is a summary of some of the key themes found in the literature. Some of these best practices can be applied to AADAC's three tobacco reduction programs for youth. They can also help shape an overall approach that can be used with any health promotion program for youth.

The summary of key themes is divided into three program areas: development and recruitment, delivery, and follow up.

Development and recruitment

Preparing your community and getting people involved lay the foundation for a successful program. The program content may be superb, but if we don't get community buy-in, youth participants, and adult leaders and facilitators, the program cannot be considered a success.

Involve stakeholders

People are more likely to participate in health promotion programs if they are made to feel like they are a part of the team. Involving potential community stakeholders in planning and implementing tobacco reduction programs for youth will make them stakeholders in the true sense of the word – they will have a stake in making the program successful. Research shows that actively engaging stakeholders can increase recruitment and participation in tobacco reduction programs for youth (MacDonald et al., 2001).

Potential stakeholders for tobacco reduction programs for youth include

- parents
- teachers, principals, and guidance councillors
- school districts
- community groups
- regional health authorities
- non-profit organizations (e.g., Alberta Lung Association, Canadian Cancer Society)
- health professionals (e.g., doctors, nurses, dentists, dental hygienists, pharmacists)
- local politicians and businesses

Remember that schools and communities have many layers. Make sure to find out what levels of support and approval are needed and to get support and approval from all these levels (Massey et al., 2003; McCormick et al., 1999). For example, if you are working in schools, work with teachers, principals, and the school district. If you are working with a community agency, involve field-level staff as well as managers, supervisors, and elected officials.

Explain your purpose and goals

The more people understand what the programs are about, the more support you will receive from families, schools and the community as a whole.

Start by explaining

- who you are and who else is involved
- why the program is needed
- what the goals are
- how communities, businesses, organizations and individuals will benefit
- what groups and individuals can do to become involved
- what you need from them

Connect with broader tobacco reduction goals

The most successful programs do not exist in isolation, but are placed in the broader social, political and economic context (Wenter, Blackwell, Davis and Farrelly, 2002; Wenter et al., 2002; Centers for Disease Control and Prevention [CDC], 2000; Wakefield et al., 2000). It is useful to view youth programs as part of a bigger picture. Consider cooperating with other groups and organizations that are doing tobacco reduction work in your community. For example, school and youth programs can work with

- businesses (smoke-free workplaces)
- community groups (Boys and Girls Clubs, Kinsmen Club, etc.)
- retailers (legislation to prevent the sale of tobacco to minors)
- government (smoking bylaws)
- health organizations (Alberta Lung Association, health clinics, etc.)

School-based programs that provide information only have not been shown to change behaviour (Thomas, 2003). Most kids know that smoking is bad for them. It isn't knowledge that is missing. However, information needs to be supported by resources, support, role models, and an environment that will lead to fewer youth smoking.

For example, youth may develop a lifelong commitment to being tobacco-free if they learn about the health effects of tobacco use at school, see that there are local businesses that protect their workers from the harmful effects of secondhand smoke, and understand the laws that are in place to protect youth.

Thus, school - and community-based youth tobacco programs should be comprehensive. Comprehensive programs focus on changing smoking behaviour at the population level through strategies that alter the social environment. This means involving not only teachers and the school in delivery of the program, but also parents, family members, mass media and the community at large.

Give youth good reasons to join

Recruiting youth to quit-smoking programs such as Kick the Nic can be challenging. Prevention and education programs such as BLAST can draw upon youth who are interested in tobacco reduction and want to make a difference. Attracting youth who already smoke is more difficult.

Youth who already smoke may not immediately be interested in tobacco reduction and may feel more like they are being hassled, nagged at, or preached to. Youth are more likely to join a quit smoking program if

- they believe the facilitator cares about them
- they know they will be helping others
- they know how the program works
- the program has worked for others
- smokers who are also peer leaders talk to others about the program
- they receive time off from classes to attend

(Massey et al., 2003)

Keep a record of recruitment methods

Keeping a record of recruitment methods allows links to be made between how youth were recruited, what the response was, and whether or not the program succeeded in its goals (Mermelstein et al., 2002).

This is especially important when it comes to evaluation. Knowing how this process unfolded provides information that is very useful when making recommendations on how to improve the program.

Don't forget promotion

Advertising and promotion is often overlooked when planning community-based programs. Advertising and promotion should be seen as part of the overall program and not something that happens separately. After all, people cannot participate in or support a program they know nothing about.

Viewing promotion as an integral part of program development will ensure that the messages used to promote the program are consistent with the program content and objectives. While creating a promotion plan may sound intimidating, it can be a very simple process. A promotion plan can be as simple as a one-page document that includes

- program goals
- target audience
- key messages that outline the benefits and purpose of the program
- timelines
- how the program will be promoted

Tobacco reduction programs for youth can be promoted in many ways.

- flyers
- posters in grocery stores, schools, community buildings, health facilities
- announcements in community newspapers and on local radio
- announcements over school intercoms and in school newspapers
- promotional program postcards (available from AADAC)
- community calendars

Delivery

A well-developed tobacco reduction program that follows best practices provides a strong foundation. How the program is delivered will determine whether or not it achieves its goals. This will depend in large part on how skilled the leaders and facilitators are at working with youth. The following section offers some strategies and guidelines to help facilitators, leaders and presenters make the most of what the program has to offer.

Focus on building skills

Effective tobacco reduction programs help youth develop skills that are not solely related to preventing the use of drugs, alcohol or smoking. Social and personal skills – sometimes called life skills, may not directly prevent tobacco use, but they influence attitudes

about smoking and promote positive, healthful behaviours that are inconsistent with tobacco use. Effective programs help youth learn coping skills that help them to

- set goals
- make decisions
- solve problems
- communicate effectively
- assert themselves

Effective school-based prevention programs provide honest information that is relevant and interesting to students without the use of scare tactics. These programs incorporate the teaching of drug refusal skills, investigate the influence of the media, and provide students with accurate information about drug-using norms (National Institute on Drug Abuse [NIDA], 1997).

Use multiple strategies

Successful youth programs also present information in a variety of different ways. They do not rely on a single presentation or activity to get the message across, but use many strategies that reinforce one another (Wenter et al., 2002; Collins et al., 2002).

Strategies

- presentations (videos, speakers)
- group discussions
- role-playing
- extra-curricular activities
- worksheets
- homework assignments
- letter-writing campaigns
- video presentations
- class competitions and contests
- brainstorming sessions

Work across subject areas

Tobacco reduction presentations and activities do not have to be limited to health class. Effective programs plan for an integrated curriculum across subject areas so skills and situations are not isolated and can be better understood when presented as part of the entire academic course of study (Elias, Gager, and Leon, 1997).

Here are some ideas for tobacco topics that could be used in different classes.

Math

- Add up the cost of cigarettes for a whole year.
- Compare the cost of producing cigarettes with how much they sell for and calculate the profit margin.

Social Studies

- Analyze tobacco-industry marketing techniques.
- Study the history of the tobacco industry and the rise of public health efforts aimed at reducing tobacco use.

Health class

- Learn the health effects of tobacco use.

Science class

- Identify the chemicals found in cigarettes: what they are and what they do.

Discussion about tobacco use should not be limited to only physical health effects. Including instruction about substance use in a comprehensive health education program allows the teacher to address all health-compromising behaviours. In this way, risk factors in the school, home, community, and peer group can be targeted (Vetro, 1991).

An analysis of school-based prevention curricula (Tobler and Stratton, 1997; Tobler, Roona et al., 2000) showed that successful programs focused on the following subject areas.

Knowledge: building knowledge about drug effects, media and social influences, and actual drug use by peers

Personal skills: increasing self-esteem, personal insight and self-awareness; changing attitudes, beliefs and values

Refusal skills: developing drug-related refusal skills, public commitment activities, cognitive behavioural skills, and support systems; networking with non-drug-using adolescents

Generic skills: improving skills related to communication, assertiveness, decision-making, problem-solving, socializing/dating, goal-setting, and identifying alternatives to tobacco use

Safety skills: developing skills to protect self and peers

The analysis also identified common non-classroom activities and supports under two other categories:

Extra-curricular activities: employment activities or training, organized sports and cultural activities, and volunteer time in the community

Other: peer counselling/facilitating/helping, rewards, parent involvement, and community-wide coordination and involvement

Include media awareness

Curriculum aimed at analyzing advertising and its influence on youth smoking is an important part of a comprehensive approach to tobacco reduction education (Chen and Lindsey, 2001). Media awareness exercises should be introduced in elementary school, intensified in middle school and reinforced in high school (Bridge, Gallagher, and Berry-Bobovski, 2000). There is also support for curriculum aimed at analyzing advertising and incorporating anti-tobacco messages throughout the curriculum, and before youth initiate smoking (CDC, 1994).

Use role-playing

Research supports incorporating cigarette refusal strategy role-playing into school-based programs as an effective approach to prevention (Langlois, Petosa and Hallam, 1999; CDC, 2000).

Reach beyond schools

Research also supports extending effective school-based interventions beyond schools. School programs can be enhanced through broad-based community efforts that involve parents, mass media and community organizations in which the social policy or social environment as well as individual knowledge, attitudes and behaviours are targeted for change (Lantz et al., 2000).

In addition, review of tobacco cessation interventions done by Mermelstein (2003) shows that there are promising approaches to youth tobacco cessation programs delivered in a variety of settings. Schools are an effective setting, but they are not the only place to consider. Health care facilities, community groups/buildings and other settings can also work.

Make programs interactive

Effective youth programs are interactive and involve students in the implementation and delivery of the program. The literature reports that interactive strategies are more effective than non-interactive strategies at reinforcing anti-tobacco attitudes and curbing youth smoking. Programs that involve students in the development, implementation and delivery of program activities may also be more effective in bringing about desired change (Wenter, Blackwell et al., 2002; Black, Tobler and Sciacca, 1998).

Interactive programs are based on the theory that adolescents are strongly influenced by their peers. Research reveals that interactive programs are both clinically and statistically superior to non-interactive

programs for preventing abuse of tobacco, alcohol, marijuana, and illicit drugs by all adolescents including minority populations (Tobler et al., 2000).

Avoid scare tactics

Research shows that the most effective prevention activities are based on a combination of information and skill-building strategies and present a balanced approach outlining risks and benefits.

Scare tactics do not meet these criteria for effective prevention because they are information-based only with a risks-only perspective. Scare tactics have been found to be ineffective at preventing adolescent substance abuse including tobacco use (Prevention Primer: Public Health Model, 2002; Goldberg, Bents, Bosworth, Trevisan, and Elliot, 1991).

However, using graphic images or personal testimonials to demonstrate the effects of tobacco has been shown to be an effective way to reach youth. Kids want to know the truth. Using graphic disease images may sound like a scare tactic, but the effects of tobacco use are not exaggerated or rare. Similarly, while personal testimonials may be scary, they are true. A personal testimonial also relates the very real impact of tobacco on the life of a user and his or her family. Showing these types of images, and relating these personal experiences along with a strong education message, enhances prevention programming.

Base programs on theory

Programs that are guided by a theoretical model, such as the Stages of Change, seem to be more effective at increasing knowledge and changing attitudes and behaviours (Spencer, Pagell, Hallion and Adams, 2002; Plummer et al., 2001; Coleman-Wallace, Lee, Montgomery, Blix, and Wang, 1999; Langlois et al., 1999). A recent review found that cognitive-behavioural approaches are a promising foundation for youth tobacco cessation interventions (McDonald, Colwell, Backinger, Husten, and Maule, 2003).

Use peer influence

Research shows that peer influence can be a positive reinforcement for youth to stay smoke free (Wiborg and Hanewinkel, 2002). Gains in knowledge and attitudes are reported to be significantly higher for students who reported that none of their best friends smoked (Price, Beach, Everett, Telljoham, and Lewis, 1998; VanDyke and Riesenberg, 2002). The literature emphasizes the best predictor of whether youth smoke is if best friends, siblings, or parents smoke, and if youth have ready access to cigarettes (Unger et al., 2002; Elder et al., 1996).

Effective prevention programs recognize the importance of peers and acceptance by peers during adolescence and provide students with training in how to make independent decisions and resist peer pressure while maintaining friendships (Lerner, Petersen, and Brooks-Gunn, 1991).

Let youth know that most teens do not smoke

Young people typically exaggerate or overestimate how many of their peers smoke, drink or use other drugs, and base their decisions about alcohol and tobacco use on this false norm. They allow themselves to experiment with smoking or other drug use because they believe that all their peers are doing it.

False norm modeling is distinguished from peer pressure in which socially vulnerable youth "cave in" to external pressure placed on them by their friends. The literature suggests that information should be gathered in the school/community to illustrate what the tobacco use habits really are, and to establish that most youth do not smoke. This information could then assist with tobacco prevention planning and focus on shaping peer social environments, particularly in junior and senior high grades (Olds and Thombs, 2001). This approach is instructive for two purposes: it supports the collection of data to understand tobacco use prevalence within a school environment, and it provides a new norm against which youth measure their own behaviour.

Get program leaders the training they need

Successful programs rely on leaders who are experienced and good at working with youth. Effective programs have leaders who are able to conduct an interactive group skillfully. The integrity of the leaders implementing the programs directly affects the success of the intervention (Hansen, Graham, Wolkenstein, and Rohrbach, 1991).

Research shows that a non-confrontational, youth-focused style increases a young person's desire to change and to reinforce movement towards a willingness to quit (Lamkin, Davis and Kamen, 1998). Program leaders must act as guides rather than as instructors. They must be able to know when to remain silent and when to facilitate dialogue. They must develop the skills to empower adolescents to take control of their lives and think for themselves.

Effective programs should provide leaders/facilitators with training and support. Results from a series of studies reveal that drug prevention programs are most successful when leaders receive training and support from program developers or prevention experts (Botvin, Baker, Dusenbury, Tortu, and Botvin, 1990). Training in the area of interactive techniques is especially important.

Use role models

A review of 55 evaluation studies reported that mentoring approaches may work well for youth who are at risk because they lack positive adult support figures or role models in their daily lives (DuBois, Holloway, Valentine, and Cooper, 2002).

Follow up

One-time presentations are rarely effective at changing attitudes and behaviours. Messages need to be repeated, reinforced, practised, and applied over time. Evaluation is also a critical component of follow up.

Reinforce lessons over time

Reinforcement of the principles, skills and lessons learned in tobacco cessation and prevention programs is critical to the long-term impact of a program. A number of studies have demonstrated that reinforcement and repetition of messages can result in greater knowledge retention and behaviour change (Mahoney, Stengel, McMullen and Brown, 2000).

In one study that examined a prevention program offered over three years (Elder et al., 1996), the effectiveness of the intervention did not become fully apparent until after the third year. Wenter, Blackwell et al. (2002) identified that exposure to multi-strategy prevention education is associated with lower smoking rates among middle school students. Booster sessions at grades 8 and 9 after introduction in Grade 7 result in reduced initiation of tobacco use for males (Collins et al., 2002).

Include follow up in evaluations

These findings are insightful: they suggest that reinforcement over a number of years is necessary and point to the need for long-term follow up of interventions. Evaluations that do not include long-term follow up may be less likely to notice an impact on knowledge, attitudes or behaviour. Conducting follow-up studies at multiple points (e.g., three, six, nine, and 12 months) to establish outcomes from both cessation and prevention programs would help in understanding the long-term implications of an intervention (Mermelstein et al., 2002).

Ideally, prevention programs should be continual. Students should receive prevention programs every year in school. Programs that allow for continuity from grade to grade and attempt to reach as many students as possible at critical points in their lives are most effective (Elias et al., 1997). In other words, comprehensive programs must begin at an early age and continue offering developmentally appropriate content through high school and post-secondary education (Weissberg and Shriver, 1996).

Conclusion

Successful youth tobacco prevention, cessation and protection programs are comprehensive and take a multi-layered approach, ensuring support from schools, teachers, parents, community agencies and local organizations. The following is a brief summary of some of the major themes discussed so far.

Development and recruitment

Involve stakeholders. People are more likely to participate and support your program if they are involved from the beginning.

Explain your purpose and goals. The more people understand why the program is needed and what you hope to accomplish, the more likely they will be to offer support.

Connect with broader tobacco reduction goals. The most successful programs do not exist in isolation but are part of a comprehensive strategy.

Give youth good reasons to join. Youth are more likely to get involved if they feel like they are making a difference.

Keep a record of recruitment methods. Knowing how people found out about and were encouraged to join the program is critical to program evaluation.

Don't forget promotion. Promotion and advertising needs to be part of the program plan.

Delivery

Focus on building skills. Effective tobacco reduction programs help youth develop skills that are not solely related to preventing tobacco use.

Use multiple strategies. Effective programs help youth develop skills in a variety of ways.

Work across subject areas. Anti-tobacco information should be included in different classes and not presented as one lesson only.

Use media awareness training and role-playing exercises. Both of these strategies have been shown to be important skills for rejecting tobacco use.

Reach beyond schools. Schools are an important part of tobacco reduction efforts, but there are many other potential venues for tobacco reduction messages.

Make programs interactive. Effective programs make youth participants and not just recipients.

Avoid scare tactics. Kids want to know the truth. Graphic images and honest testimonials work, but exaggerating or misrepresenting information undermines credibility.

Base programs on theory. Programs that are guided by a theoretical model have been shown to have the greatest impact.

Use peer influence. Research shows that peer influence can be a positive reinforcement for youth to stay smoke-free.

Let youth know that most teens do not smoke. Research shows that many youth experiment with tobacco use because they falsely believe that everyone else is doing it.

Get program leaders the training they need. Successful programs rely on adult leaders who are skilled at working with youth.

Use role models. Mentoring is effective with at-risk youth.

Follow up

Reinforce lessons over time. Tobacco reduction programs should be introduced at an early age and continue through to high school.

Include follow up in evaluations. Follow-up studies at multiple points (e.g., three, six, nine, and 12 months) are critical to understanding the long-term results of tobacco-reduction programs.

RECOMMENDATIONS FROM THE EVALUATION OF THE ATRS YOUTH PROGRAMS

This section provides a summary of recommendations made from the Evaluation of the ATRS Tobacco Cessation, Prevention and Protection Programs for Youth completed by Howard Research Systems Inc. These recommendations are intended to help AADAC field staff and others implement AADAC's three tobacco reduction programs for youth in communities throughout Alberta.

I. Building Leadership for Action in Schools Today (BLAST)

BLAST is a school-based tobacco prevention program for students in grades 7 to 9. The program aims to educate youth about the harmful effects of tobacco and give youth the skills needed to be tobacco reduction leaders in their community. The main components of BLAST are weekend student conferences and community tobacco reduction projects. The evaluation recommends that BLAST be expanded to include students in grades 10 – 12.

Recruitment

- Actively market BLAST to youth, adult coaches and referral sources in late spring (year prior) and early fall.
- Expand possible referral sources to include community agencies and groups.
- Approach schools from a variety of different entry points including the area superintendent, site-based principals, teachers, and/or parents.
- Expand recruitment of adult coaches to include teachers and counsellors from local schools, allied professionals, volunteers from community agencies, and tobacco reduction counsellors.
- Recruit adult coaches who are actively working with youth and have skills in this area.
- Promote the BLAST website (www.blastonline.com) as a way to recruit to the program.
- Encourage referral sources, students and adult coaches to go to the website to get more information about expectations and responsibilities related to participation in BLAST.

Delivery - BLAST conferences

- Include information about how to recruit other youth to projects, fundraising, and project evaluation in the conference sessions and participant handbook.
- Expand youth conference sessions to address the glamorization of tobacco use (why youth smoke, social behaviours, boredom, relaxation, body image). Youth understand the impact of tobacco use on health but have less of an understanding of tobacco use as a social issue.
- Encourage presenters to give interactive presentations making use of props and hands-on activities and make sure presenters are well prepared.
- Ask former BLAST students to share experiences and successes of past BLAST projects with new conference participants.
- Ensure applications for Alberta Tobacco Reduction Strategy (ATRS) Youth Program Grant funding are available at each of the BLAST conferences. Access to funds may support the momentum of the youth tobacco reduction projects and keep youth engaged.

Delivery - Community Projects

- Adult coaches should pre-negotiate school involvement (or sponsoring agency if not a school) and terms of commitment to ensure the BLAST project team is supported (administrative support, school time and space, etc.) after the conference.
- Youth project teams need to recruit other youth to assist them in implementing their projects. Adult coaches should help the project team recruit youth peers.
- Youth need regular access to the time and support of adult coaches. Where possible, recruit interested community members to act as co-coaches to the BLAST student project teams during project development and implementation.
- AADAC staff and the BLAST program coordinator should conduct regular site visits until BLAST projects are completed.

Follow up

- Get community leaders and other influential adults to formally recognize BLAST project teams for their tobacco reduction efforts.
- Provide opportunities for youth to showcase their tobacco reduction efforts within their community or area.

II. Kick the Nic

Kick the Nic is a ten-week tobacco cessation group program for youth (age 14 to 17) who want to quit smoking. The program focuses on increasing youth knowledge, changing attitudes about tobacco, and developing skills that can be used to quit smoking.

Recruitment

- Keep individual Kick the Nic group size to 10 or fewer youth.
- Make Kick the Nic more of a social activity to encourage youth to keep coming.
- Support and encourage youth to recruit other youth.
- Make sure Kick the Nic is part of broader tobacco-reduction efforts and not just an isolated program.
- Focus more on delivering the program as opposed to resource distribution and/or increased training.

Delivery

- Allow the group to have input into decisions about the frequency and length of sessions. This information should be documented for evaluation purposes.
- Increase the number of hands-on activities.
- Invite guest speakers and show videos to add variety to the sessions.
- Invite guest speakers who have quit and/or are experiencing health effects from smoking.
- Recruit skilled facilitators and/or give facilitators the training they need. Facilitator should be someone youth respect and with whom youth feel a rapport. Facilitators need to be comfortable, confident, and skilled at working with youth.
- Maintain and improve linkages with AADAC area office staff.
- Increase the role and responsibility of youth facilitators. Make the experience meaningful.
- Increase support to participants to encourage staying in the program.
- Address the reasons youth smoke (out of habit, to relax, as a social activity, etc.) as part of marketing and program content.
- Include information about the addiction process. Addiction to tobacco happens unintentionally - youth move from smoking as a social issue "to fit in" to addiction.

- Keep in mind that the fewer cigarettes smoked, the more important the social reasons for smoking are.
- Address the motivations to quit. Health and cost were the two main reasons cited for youth wanting to quit.
- Remember that parents play a role both in pressure not to smoke and pressure to smoke.

Follow up

- Follow up with youth who do not complete the program to gain insight into how the program can be improved.
- Follow up with youth who complete the program to track behaviour change over the long term (three months, six months, one year)

III. Teaming Up For Tobacco-Free Kids

Teaming Up for Tobacco-Free Kids (Teaming Up) is a school-based prevention campaign aimed at students in grades 4, 5, and 6. Teaming Up has five main components: a teachers' resource kit, role model visits to Grade 6 classes, T-shirts, a poster contest, and a website (www.tobaccostinks.com).

Recruitment

- Build a strong local committee that will assist with program implementation.
- Begin school planning for implementing Teaming Up in June or August before the new school year begins.
- Use a multi-level strategy to ensure successful role model recruitment. Support of the role model's organization administration is essential.
- Promote the website to teachers, role models, and students to enhance understanding of the program and increase reach of tobacco information.

Delivery

- Make sure all elements of the program are in place. Teaming Up is most effective when all program elements are implemented, including:
  - curriculum
  - role model visit for Grade 6 students
  - T-shirt
  - website (www.tobaccostinks.com)
  - poster contest

- Make sure it is easy for teachers to coordinate role model visits and T-shirt distribution.
- Use local committees to ensure clear communication and coordination with schools.
- Recruit role models who are young, enthusiastic and can appeal to youth by relating to their personal experiences.
- Work with school contacts to designate appropriate role models and finalize arrangements for when they need to arrive, appropriate school conduct, and other arrangements.
- Make sure role models are properly prepared and have reviewed the role model kit.
- Make presentations interactive, include visual elements, and address social issues behind tobacco use.
- Promote use of the Teachers' Resource Kit by emphasizing the links to the 2002 Alberta Learning Health Curriculum and the ease of access to the resources through the website.

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